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LONDON, June 22, 1942

To: Colonel William J. Donovan

From: Captain R. P. Heppner

APPROVED FOR RELEASE
DATE: JUN 2001S C H O O L S
-----General

This report contains some of the observations which I consider important about the schools which I have seen to date. A further report will follow after I have spent some time at the finishing school and at certain other establishments on my list.

General Description

The British prepare the men for their work by putting them through a series of schools which are progressive in nature. The period of instruction totals about three months, and it is strongly felt that even more time should be devoted to this instruction. The school system is set up as follows:

1. Elementary school
2. Paramilitary school
3. Parachute school
4. Finishing school
5. Post Graduate school
6. Holding school

The elementary school is just what its name implies. The recruit is given an introductory map-reading and arms training. He is physically hardened, and closely observed. Nothing of a secret nature is taught him, so that at this stage the unfit may be weeded out easily.

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Next the student passes to the paramilitary school where he is thoroughly indoctrinated with an aggressive spirit by means of rigorous physical exercises and tasks. He is thoroughly instructed in the use of explosives and the art of demolition and is perfected in the use of firearms and the art of silent killing. I am attaching hereto some hints for the instructor in the course on silent killing. The paramilitary school is the last chance to weed out safely anyone who is unfit.

The student next progresses to the finishing school, a syllabus of which I am attaching hereto and which is self-explanatory. Between the finishing school and the paramilitary school certain students are sent to parachute schools where they make at least three and preferably five jumps from a height of 500 feet, one of which is at night.

Normally a man goes into the field after finishing school. It may be, however, that he is sent to a post-graduate school to learn the fine points of industrial sabotage or the like. If there is no assignment in the field immediately available, he will go to a holding school to await such assignment.

General Observations

X The preferable size of a class in the various schools is from five to seven. This permits highly personalized instruction and makes for easy handling of the students. Nationalities are segregated, and the schools are so set up that each nationality will live

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in a house which is secluded from the other houses. Experience has taught that the various nationalities involved do not get along well together.

The normal house containing seven students is commanded by an officer with the rank of major. His staff consists of a captain who serves as adjutant and supply officer. This officer is usually an older man who is not physically fit for more rigorous duty. Also attached is an officer with the rank of captain who is chief instructor, and under him from two to three lieutenants to serve as instructors. The non-coms are carefully picked and they too render invaluable service as instructors. All officers must possess the qualities of leadership and physical fitness. They must accomplish their tasks by example rather than by their rank.

Paramilitary Schools

I am including a full description of this type of school because I do not believe that its importance can be overstressed. At this school it is ascertained whether the student has the moral and physical stamina to accomplish the tasks with which he will be faced, and he is toughened both physically and psychologically to the point where he embarks upon his tasks with enthusiasm and confidence.

These schools are located in a rather wild and desolate part of Scotland which has been designated a restricted military area. There are, I believe, six

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houses located within a radius of about 30 miles. Each contains a paramilitary school. They are administered from one house at which resides a lieutenant-colonel who is not only commandant of his own school but commander of the other schools in the area. Each school has a complete physical plant and is not dependent upon the others for equipment. Each school has its own range, a stalking course and an assault obstacle course. The stalking course is used to teach woodcraft and the use of cover. On it a student armed with a sub-machine gun will be required to pass through a heavily wooded, hilly area. During the course of his progress he will be confronted with various targets which are well hidden and camouflaged. He is required to shoot at these targets with maximum speed and accuracy.

The assault obstacle course is a course over which the student must pass at top speed encumbered by pack and rifle. Each course has a story, or what we would call tactical situation for realism. I am attaching hereto the tactical set-up for the course at one of the houses, and also a guide for grading the student on his progress over the course.

The courses are most difficult, requiring the student to scale cliffs, climb ropes and ropeladders, and shoot hypothetical enemies. Usually the situation is that a student is trying to escape from an enemy. The instructors said that a man may be very accurately judged as to his character, courage and stamina, through his performance on one of these courses.

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In addition to the intensive training in weapons, silent killing and demolitions, the students are taken out into the mountains to operate as guerilla bands. These maneuvers are very rigorous and are climaxed by a 36-hour non-stop march, during the course of which they are required to climb the highest peak in that vicinity.

This training has the added feature of toughening the students so that they may next engage in parachute jumping with less fear of injury. The training is rigorous and a certain amount of casualties in the form of broken arms, legs and shoulders, results. The percentage, however, is not too high and the results justify the risks. Much of the work is done at night and great pains are taken to teach the students to live on the country and to take advantage of nature in all ways.

During the course which lasts for one month, no leave is permitted to the students and they are allowed only a half-day holiday each Sunday. They must be in bed by a certain hour each night and are permitted no drink stronger than beer.

Further reports will follow for your information and I will keep you supplied with various training memoranda and syllabi.

RPH:ts

A course of instruction designed to teach how to fight and kill without the use of firearms. Since the course includes the use of the knife, the term "unarmed combat" would not be technically correct. "Silent killing" has been chosen, therefore, as a more accurate description.

When commencing the course with a class of untrained students, the instructor should make a short introduction; not necessarily in the same words but to the same effect as the following:-

"This system of combat is designed for use when you have lost your firearms, which is something you should not do, or when the use of firearms is undesirable for fear of raising an alarm.

At some time or other, most of you, probably, have been taught at least the rudiments of boxing, under the Queensberry rules. That training was useful because it taught you to think and move quickly and how to hit hard. The Queensberry rules enumerate, under the heading of "fouls", some good targets which the boxer is not trained to defend.

This, however, is WAR, not sport. Your aim is to kill your opponent as quickly as possible. A prisoner is generally a handicap and a source of danger, particularly if you are without weapons. So forget the Queensberry rules; forget the term "foul methods". That may sound cruel but it is still more cruel to take longer than necessary to kill your opponent. "Foul methods" so-called, help you to kill quickly. Attack your opponent's weakest points, therefore. He will attack yours if he gets a chance.

There have been many famous boxers and wrestlers who time after time have won their contests with their favourite blows on holds. The reason is that they had so perfected those particular blows and holds that few could withstand them. The same applies to you. If you will take the trouble to perfect one method of attack, you will be far more formidable than if you only become fairly good at all the methods which you will be shown.

Since this course of instruction is designed to teach you to kill, it will be plain to you that its methods are dangerous. Your object here is to learn, not to damage, and you will get no credit if you break your sparring partner's neck, for example. In learning and practising, you will avoid, therefore, taking any risks of that kind. The submission signal (the two taps, on your own body or your partner's or on the floor) must never be disregarded. It is the signal to stop instantly, and that is a rule which must never be broken."

X NOTE. Dummies are an invaluable aid to instruction in the various blows. They are essential to the practice of Section 5. The instructor should have half-a-dozen in readiness, therefore, beforehand.

THE COURSE. Is divided, for convenience, into eight progressive sections. This arrangement is to be regarded, however, as elastic. Depending on such considerations as time available, progress made by students or their standard of knowledge, there is no reason, for example, why two or more sections should not be amalgamated. Again,
if at/

Silent Killing (continued)

if at the later stages the instructor thinks it necessary, in order to relieve the tedium of constant repetition, he may show at his discretion, a selection of the holds, etc., in Section 8. He should keep steadily in mind, however, that students whose time is limited are only apt to get confused if shown too much. It must not be lost sight of that the primary object of the instruction is to make them attack-minded, and dangerously so.

SECTION I

Blows with the side of the hand. Explain that the most deadly blows, without the aid of weapons, are those with the side of the hand. To deliver them effectively, the fingers must be together, thumb up, and the whole hand tensed. The blow is struck with the side of the hand, all the force being concentrated in one small area, i.e., approximately half-way between the base of the little finger and the wrist joint, or where the hand is broadest. If striking sideways, the back of the hand must be uppermost. No force can be obtained if the palm is uppermost.

Explain that with these blows, it is possible to kill, temporarily paralyse, break bones or badly hurt, depending upon the part of the body that is struck. The effect of these blows is obtained by the speed with which they are delivered rather than by the weight behind them. They can be made from almost any position, whether the striker is on balance or not, and thus can be delivered more quickly than any other blow.

Having explained the blows, the instructor should demonstrate them on the dummies and get the students to practice after him. His main point here is to bring out the speed of the blows and to see that students deliver them correctly.

Students should now be shown where to strike, as follows, explaining the effect on each particular point:-

On the back of the neck, immediately on either side of the spine.

On the upper arm.

On the fore arm.

On either side of the head and throat.

From the bridge of the nose to the base of the throat.

The kidney region.

Students should practice on the dummies again, keeping in mind the vulnerable points listed above. Strike with either hand.

SECTION 2

Other blows. Demonstrate the proper method of kicking and the use of the boot as a killing weapon once the opponent is down. (kick on the side or back of the head, noting that the effect is obtained more by speed than weight.) Unless students possess unusually good foot-work and balance, discourage kicking above knee height, unless the opponent has both hands occupied.

Demonstrate the boxing blows and the chin-jab, the latter with the fingers ready to follow up to the eyes. Utilise the occasion to obtain some improvement in students' foot-work and explain/

Silent Killing (Continued)

and explain how the body must be properly positioned in order to obtain telling effect from either boxing blows or the openhand chin-jab. Explain that neither does more than put the opponent temporarily out of action and that killing follow-ups are necessary and must be applied at once.

Show the use of the knee and how it can often be used in simultaneous combination with other attacks and how, while being used, it is an excellent guard for one's self.

Show how the head and elbows can be used for attack when the opponent is not in position for more effective modes of attack.

Show, also, for such occasions, the finger-tip jabs to the eyes, base of the throat and solar plexus.

Students should be told now never to go to the ground if they can help it. If they have to, they should get up again as quickly as possible. While you are killing your opponent on the ground, a child could walk up and kick your brains out. Also, while on the ground, it is extremely difficult to continue to attack.

Students should now practice on the dummies all the blows they have been taught so far.

This section can be concluded by emphasising to students that if their knowledge of the subject is limited to the contents of Sections I and 2, they will be extremely dangerous antagonists if only they will attack first and keep on attacking. Don't stop just because an opponent is crippled. If he has a broken arm, that is only of value because it makes it easier to kill him.

SECTION 3 Releases from holds.

Point out that, in general, a hold should be regarded much more as a means of getting a man into a position in which it is easier to kill him than as a means of keeping him captive.

Demonstrate releases from holds, showing the simpler ones first. These would be from:-

A wrist grip.

A throat grip, with one hand or both. Show here how, instead of the customary wrist-and-elbow method of release, an attack is often far simpler and more effective. Explain also that it is usually because one has not been quick enough that an opponent has been able to grip one by the throat.

A hair-hold from the rear.

A body-hold from front or rear, arms pinioned and arms free.

Students should practice these releases until they are proficient.

SECTION 4 Killing after release.

The whole idea of releasing yourself from a hold is to enable you to attack and kill your adversary. Whenever possible, the dis-engaging movement should form the commencement of an attack.

The instructor should now demonstrate the follow-ups to all releases, emphasizing the importance of balance (footwork) to the follow-up attack.

Students should practice each in turn as it is demonstrated by the instructor and should continue until they become really proficient.

Section V/

Silent Killing (continued)SECTION 5 Crowd Fighting.

One cannot always choose when one will fight and it may sometimes happen that one is faced with several opponents at once. On such occasions, unarmed yourself, your object is not so much to kill your opponents as to get quickly away from them so that you do not get killed. Pride is expensive if it entails defeat and death. To escape from circumstances like these, a special technique is necessary.

For this technique, balance is essential and the instructor should now demonstrate how to keep your balance when swift movement is necessary in kicking while standing on one foot. Students can be paired off and standing on one foot, arms folded, they should try to kick each other off balance whilst maintaining their own balance.

Once this is mastered, it should be explained that, surrounded by a crowd, your only chance of escape lies in continual movement. This is so because, after you have taken up a new position, it requires a second for an opponent to turn and balance before he is able to strike you with any force. If one moves at least three feet in each second, there is obviously little chance of an opponent scoring an effective hit on you. At the same time, by the use of the blows previously learned, you will be able to do considerable damage while you are moving.

- NOTE. 1. In addition to forward, backward and lateral movement, move also at different levels, sometimes with the knees very much bent. It all helps, if done at speed, to bewilder your adversaries.
2. Of necessity, there will be little room for movement, so make room moving into or against one opponent after another, attacking as you do so. Point out the value of the balance and foot work in which the students were practiced at the beginning of this section.

The information contained in the two above notes should suffice to prepare students for the actual practice, which is now outlined.

Five or six dummies should be suspended in a confined space; a boxing ring would answer the purpose. One student at a time should enter the ring and, with all the speed with which he is capable, he should then attack the dummies at random, using every kind of blow with hand, knee, elbow and head, from any position.

The practice is very exhausting and cannot be kept up for more than a minute.

The instructor must watch carefully for faults so that he can give advice afterwards.

Before the student tires he should be told to leave the ring and he will do so at speed, exactly as if he were actually making an escape.

To derive the maximum benefit from this exercise it should first be done both by the instructor and the students in slow time, paying careful attention to footwork.

It should then be followed by many short periods in the ring and only an occasional longer one. It must always be remembered that the aim is to get out of the place and not to fight any longer than necessary.

SECTION 6 /

Silent Killing (continued)SECTION 6. Knife Fighting.

The knife is a silent and deadly weapon that is easily concealed and against which in the hands of an expert, there is no sure defence, except fire-arms or by running like hell.

Students should be taught how to hold a knife, how to pass it from one hand to another, to thrust, and how to use the disengaged hand to feint and parry.

After practising these, show them the vulnerable points, slashes permissible and how to make an opening for a thrust by flinging a hat, gravel or other object in his face. Stress the value of surprise, showing the opportunities for it.

Explain the various methods of carrying a knife, and the value of a really sharp point and edge, the latter being to prevent the knife from being seized as much as for slashing.

After the foregoing has been fully mastered, explain the possible defences against the knife, such as the parries, kicks, use of a chair and using a steel helmet as a shield.

SECTION 7. Useful aids, mainly for special needs and occasions.

1. Different methods of taking a sentry.
2. The open handed strangle, closing the carotid arteries.
3. The spinal dislocators, from the front, standing, and from the rear, sitting.
4. Disarming: if held up with a pistol:-
 - a) from the front.
 - b) from behind.
 - c) disarming a man found holding up someone else.
5. Searching a prisoner, unaided, if you are armed:-
 - a) if there is a wall handy.
 - b) if there is no wall handy. In this case,

either search with the pistol at the quarter-hip position, or make the prisoner lie face to the ground, securing him with the leg-lock. In either case, the search can only be perfunctory, the leg-lock method being slightly the better of the two.

If circumstances permit, kill the prisoner first. It is much easier to search him thoroughly when he is dead. Or, if circumstances do not permit of killing him, knock him out while he is lying face to the ground.

6. Securing a prisoner. Easiest done if you knock him out first. Show the conventional method, using 15 feet of cord and any effective knot. Show also, what can be done with less cord, or with belt or braces, and how to gag him simply.

7. Arm-break, stressing its simplicity and value in crowd-fighting.

8. Beat-arm hold, with its variations. For use if you have not been quick enough to get in an effective blow while your opponent's arm is raised to strike.

SECTION 8. Various holds, blows, attacks, etc. These will be known, of course, to all instructors and should be learned by all students who wish to qualify as instructors. In general, they are quite unnecessary and most of them can be regarded as peace-time measures. Students should be warned that many of these holds, etc., would be difficult, if not impossible, to secure on a trained adversary and that it is extremely unwise to assume too lightly that one's

adversary is/

Silent Killing (continued)

adversary is untrained. In showing a hold, show also how to get out of it.

- (Handcuff hold
- (" " for smaller opponent.
- (Wrist and neck attack.
- (Police holds.
- (Flying mare (with variation)
- (Hipec (or hip throw)
- (Cross-buttock.

Comment. All the above are open to the objection that while attempting to apply them, you make yourself very vulnerable to attack. Also, if you are in a position to apply them, you are equally in a position for a killing attack.

THUMB-HOLD. Show how escape can often be effected.

HEAD-HOLD. This gives your opponent an opportunity for a crotch throw that can finish you.

Arm and neck hold. Effective when got but very difficult to get with a quick opponent.

Japanese Strangle. When the hand is in the correct position, i.e., almost on top of the head, it is impossible to prevent the hand from being dragged away. If the hand is too low down, where it cannot be seized, then there is no leverage and the hold becomes ineffective. The hold can only be relied on if secured and taken to its conclusion with extreme speed.

(Wrist throw.

(Japanese ankle throw.

Comment. Good, but why not use one or other of the effective blows?

Rock-crusher. Good, but not always certain in its effects.

Grape-vine. Useless as a means of keeping a man prisoner. It takes two men to apply it and if he does not escape from it, he will die before very long. If you wish to kill him do so, but do not torture him. If you wish to keep him prisoner, tie him up.

Match-box blow. Excellent, if you happen to have a match-box in your hand at the critical moment. Why not use a side-of-the-hand blow?

Baton and Spring cosh. Show their use and possible counters.

Bayonet parries. Show them but with the caution that they are all very risky against a good bayonet fighter, who might also have a round in the breech.

Safety-razor blade or blades in peak of cap. Show it so that students may know what to expect, but do not recommend it.

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Silent Killing (continued)

NOTE. Holds designed to keep a man captive or to take him away as a prisoner.

When showing these, it is as well to explain that the man who attempts to use them for any purpose other than as a means of finishing off an opponent should realise that he is taking a considerable risk, a risk only justified after crippling his opponent or if possessing an obvious superiority in physique or knowledge.

SYLLABUS OF TRAINING.

~~SECRET~~ NND 992028

Section	Code No.	Lecture
S.S. and C.E.	A. 1.	Introduction to "A" Lectures.
	A. 2.	Self-Protection - Security.
	A. 3.	Information - Use of Informant Service.
	A. 4.	Cover.
	A. 5.)	Enemy Contre-Espionage Methods.
	A. 6.)	
	A. 7.	Arrival and First Days.
	A. 8.)	Cells, Types of Agents.
	A. 9.)	
	A. 10.)	Security for an Organisation.
	A. 11.	
	A. 12.)	Internal.
	A. 13.)	Personal Contacts.
	A. 14.)	
	A. 15.)	Motives.
	A. 16.)	Recruiting.
	A. 17.)	
	A. 18.)	Policy, Selection of Targets and
	A. 19.)	
	A. 20.)	
	A. 21.)	
	A. 22.	Interrogations.
	A. 23.	Final Arrangements.
"I"	C. 1.	Nazi Party Organisation.
	C. 2.	German Police Organisation.
	C. 3.	Wehrmacht - Organisation of Higher Command.
	C. 4.	German Intelligence Service.
	C. 5.	Auslandsorganisation.
	C. 6.	German Infantry - Organisation, Tactics and Weak Points.
	C. 7.	German Infantry Light Weapons - Practical Handling and Demonstration.
	C. 8.	Armoured Troops - Organisation and Tactics.
	C. 9.	German Heavy Weapons and Epidiascope Test on Recognition of German Weapons.
	C. 10.	German Army Uniforms.
	C. 11.	German Air Force - Uniforms and Elementary Organisation.
	C. 12.	Epidiascope Test on Army, Air Force, Police and Party Uniforms.
	C. 13.	Intelligence Reports.
	C. 14.	Police and Pro-German Organisations in Students' Own Countries.
Prop.	D. 1.	Propaganda - Introductory.
	D. 2.	Basic Plan to Occupied Countries.
	D. 3.	Subversion of German Occupying Troops.
	D. 4.	Principles of Leaflet Writing.
	D. 5.	Propaganda Reconnaissance.
	D. 6.	Reproduction and Distribution, Part I.
	D. 7.	Reproduction and Distribution, Part II.
Codes, Ciphers and Secret Inks.	E. 1.	Introduction to Codes and Ciphers.
	E. 2.	Playfair or Similar Cipher.
	E. 3.	Construction of an Innocent Letter.
	E. 4.	Construction of an Innocent Letter Practice.
	E. 5.	Secret Inks - Use, Technique of Writing, Low Grade Inks.
	E. 6.	Arrangements of Particular Conventions.
	E. 7.	Arrangements of Particular Conventions Practice.
	E. 8.	Middle Grade Inks.
	E. 9.	Double Transposition.
	E. 10.	Double Transposition.
	E. 11.	Production of Inks.
	E. 12.	Preparation of Solutions.
	E. 13.	Revision: Innocent Letter.
	E. 14.	General Revision.
Rlwys.	G. 1.	Part I.
	G. 2.	Part II.
	G. 3.	Part III.

S.T.S. No. 21.

ASSAULT & OBSTACLE COURSE.

SCORING.

Time: 10 minutes - 50 points.

Deduct 1 point for each 5 seconds over this time.

Add 5 points for each 5 seconds under this time.

Obstacles: Successful negotiation - 6 points each.

Deduct points for faults:-

Wall.	6	points.
Moat.	6	"
River.	6	"
Cliff Scaling.	6	"
Horizontal Rope.	6	"
Rope Ladder.	6	"

Shooting: Rifle (5 rounds) - 1 Target.

20 points if hit with 1st shot.

16	"	"	"	"	2nd	"
12	"	"	"	"	3rd	"
8	"	"	"	"	4th	"
4	"	"	"	"	5th	"

Pistol (2 rounds) - 1 Target.

3 points per hit.

S.T.M.G. (4 rounds) - 2 Targets.

3 points per hit.

3 shots on one target - deduct 3 points.

General.

6 points will be forfeited for failure to take an obstacle.

Points will be forfeited for failure to complete an obstacle.

" " " " " bad fieldcraft.

" " " " " bad handling of weapons.

TOTAL POINTS. Time 50 points.
Targets 38 "
Obstacles 36 "

Total. 124 points.

OUTDOOR EXERCISES.

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- X.1. Parachute and container burying.
 - a). Demonstration and practice in burying by day.
 - b). Burying at night and contacting some person at a given rendezvous.
 - c). Making get-away after alarm has been given.
- X.2. Attacking railway line.
 - a). Reconnaissance and planning.
 - b). Attack by night.
- X.3. Breaking in and breaking out of a building.
 - a). Getting into a house and carrying out a search of a room.
 - b). Getting out of a building on the alarm being given and making one's way to a given rendezvous.
- X.4. Raid of a building.
 - a). Reconnaissance and planning.
 - b). Raiding a building at night.
- X.5. Shadowing.
- X.6. Contacting.
- X.7. Treasure hunt, including:
 - a). Cover story check.
 - b). Finding one's way to given rendezvous without use of map or compass.
 - c). Body search.
 - d). Silent approach.
- X.8. Selection of Dropping Points.
- X.9. Fieldcraft.

INDOOR EXERCISES.

- Y.1. Description and identity parade.
 - a). Giving a description.
 - b). Identifying a man from a given description.
- Y.2. Observation exercises.
 - a). Kim's game.
 - b). Examining an object and writing a description of it.
 - c). Memorising a document.
 - d). Memorising a map.
 - e). Memorising air photographs.
 - f). Identifying objects
 - i). by touch.
 - ii). by sound.
 - iii). by smell.
 - g). Observation of surroundings.
 - h). Orderliness.
 - i). Widening range of vision.
- Y.3. Approaching and recruiting.
- Y.4. House search.
- Y.5. Clothes search.
- Y.6. Simple disguises.
- Y.7. Planning an operation involving co-operation from outside.
- Y.8. Lock-picking.
- Y.9. Interrogations.

S.T.S. 21.ASSAULT & OBSTACLE COURSE.SAFETY PRECAUTIONS.

1. Sentries will be posted as follows to prevent civilians or others entering the danger zone.
 - (a) At track junction 100 yards N. of Demolition Huts.
 - (b) Where beach track meets Borrodale Burn.
 - (c) At track junction 202003.
2.
 - (a) Before each round all weapons will be examined by an Officer to ensure that they are clean and unloaded.
 - (b) All magazines will be examined to ensure that they are in order and contain the correct number of rounds.
 - (c) Demolition materials will be checked and examined.
3. Accompanying instructors and others will not precede or move ahead of the person negotiating the course but will follow in the rear.
4. Loading of Weapons.
 - (a) The rifle will be loaded at the point where "A" comes under fire and not before.
 - (b) .22 Pistol will have magazine inserted but will not be loaded until the target appears.
 - (c) S.M.C. Magazine will be fitted to the gun when the gun is procured but the cocking handle will not be pulled back until a target appears.
5. An N.C.O. Instructor will be on duty at each point from which a weapon is fired. He will ensure that all safety precautions are observed.
6. Spectators, if any, will occupy a stance as laid down by O/C course.

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ARISAIG AREA.NOTES FOR INSTRUCTORS.

1. Careful preparation of the next day's work is essential. Instructors must have a clear idea beforehand of the lessons to be taught and the methods to be used.
2. The necessary stores, maps, weapons etc; must be ready for use before the commencement of the period, and this should be arranged preferably by the N.C.O. whose subject is being taken.
3. Squads must be small, and should not exceed 7.
4. Try to arouse the Students' interest, and then maintain it.
5. Be brief and to the point, but avoid the tendency to sacrifice accuracy and clarity to speed.
6. Endeavour to work up a spirit of competition.
7. When asking questions do not ask individuals. Address the question to the whole class, and after they have had time to think it over, then ask for an answer from an individual. In this connection suppress tactfully the eager ones who will blurt out the answer.
8. Ensure that the Students are all comfortable, and that they can see the weapons etc. used for demonstrations.
9. All stores, weapons, maps etc. will be returned clean and in good condition to their appropriate stores immediately they are no longer needed.
10. Before setting out on a scheme ensure that the necessary Administration work has been done and checked; e.g. Student's clothing, rations, meal on return, transport arrangements, setting of sentries, preparing of objectives etc.

REMEMBER. ENTHUSIASM, like yawning, is most infectious, and an enthusiastic instructor will have his class on their toes from the beginning.

ASSAULT & OBSTACLE COURSE.NARRATIVE.

Arisaig House is local enemy H.Q. and two agents A and B, acting on information received have succeeded in gaining entry and securing certain important documents and plans. While rifling the safe they are disturbed by a sentry whom they are forced to shoot. The shot having alarmed the garrison, the necessity arises for a quick getaway by an unusual route.

"B" has an intimate knowledge of the ground immediately surrounding the house and the two follow a route known to him.

The approaches are well guarded and all wire fences are electrified.

ROUTE.

"A" takes possession of the sentry's rifle and with "B" leaves the house by a window on the South side. At the foot of the wall on the West side they find a rope fitted with a grappling hook and by using this they scale the wall.

Leaving the wall the pair turn South and follow the path skirting the bushes until they reach the edge of the Moat. The moat is crossed by swinging on a rope suspended from a tree and which is normally used for swinging goods across.

Continuing South they cross the river via a fallen tree and are skirting the wood when they are fired on by a patrol approaching from the direction of the Borrodale Burn. "A" returns the fire and the two then scale the cliff to gain concealment. On reaching the cliff top they surprise a sentry whom they kill. This sentry is armed with a Tommy Gun which "A" takes and discards the rifle. Continuing across the broken ground they meet two men hurrying to the scene of the shooting. These men are killed by "A" using the Tommy Gun.

The electrified wire fence is then encountered and crossed by climbing along a diagonal rope. As they proceed along the foot of the cliff there are indications that their pursuers are drawing closer. They decide to take to the rough country East of the Borrodale Burn and reach this by doubling across the field and climbing a rope ladder to the top of the cliff. The ladder is found to be secured at the top by a steel cable. "A" prepares a charge and cuts this cable and the pair continue East to safety.

"A" Student attempting the course.

"B" Instructor N.C.O. who accompanies "A" and carries
T.S.M.G.